Transforming Education in Rhode Island:

All Rhode Island Students Ready for Success in College, Careers, and Life

Rhode Island Race to the Top:
SEA Scope of Work

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Note: The contents of this revised version of Rhode Island's scope of work reflects the approved Race to the Top application and the areas where amendments have been submitted to the U.S. Department of Education for approval regarding changes in timelines, performance measures, and budgets.

1. Introduction

Rhode Island will use Race to the Top funding to realize a single powerful vision: an education system that prepares all Rhode Island students for success in college, careers, and life. The Rhode Island State Education Agency (SEA) scope of work is an important tool to assist the U.S. Department of Education (USED), the RI Department of Education (RIDE), and all Rhode Islanders in organizing, managing, and monitoring implementation of Race to the Top (RTTT) initiatives and measuring progress towards meeting our overarching student-achievement goals.

The Rhode Island SEA scope of work translates the projects described in our RTTT application into specific tasks that support improvements in the following system of supports: (1) Standards and Curriculum; (2) Instructional Improvement; (3) Educator Effectiveness; (4) Human Capital Development; and (5) School Transformation and Innovation. Organizing RTTT initiatives within the framework of these five systems of support helps to clarify the inter-connectedness of our projects and helps us to delineate the specific actions that RIDE and the Local Education Agencies (LEAs) will undertake in order to achieve our statewide goals.

In addition to delineating our work on each of the five systems of support, the SEA scope of work addresses state and local capacity for implementing the overall reform agenda. In Section 2, we describe the structures that will support implementation at the state level and that will help us to enhance capacity at the LEA level.

Through this scope of work and elsewhere, RIDE and LEAs have jointly committed to the following principles:

Principle 1: We will be accountable to one another on mutually agreed-upon goals. We know that there are interdependencies and responsibilities that require us to be respectful of our roles and responsibilities to one another and to all of Rhode Island students.

Principle 2: Only by working together in partnership can we accelerate student achievement. No single LEA or agency can do this work alone; accelerating student achievement requires a shared vision, hard work, and intensive problem-solving.

Principle 3: Transforming education in Rhode Island will require us to be honest about our abilities and capacities, clear about our needs, and creative in the identification and construction of solutions.

Principle 4:   We have a unified strategic plan, *Transforming Education in Rhode Island* that requires each of us to work together in new ways to meet our ambitious goals for student achievement. We envision a strong, collaborative partnership including RIDE and every LEA. These collaborative partnerships will empower all of us to be change agents who improve educational outcomes for Rhode Island students.

Principle 5:   Our working relationship will be one of mutual accountability, regular cycles of reflection, monitoring of results, and providing ongoing feedback. Both RIDE and the LEAs will be accountable for the commitments into which we enter.

2. State & Local Capacity for Implementing the SEA and LEA Strategic Plan

Expectations for Year One

Through this SEA scope of work, RIDE is recommitting to its leadership of the Rhode Island strategic plan for transforming education and describing in expanded detail its plan to reach aggressive yet attainable goals. Year-one activities include:

- Submitting a completed SEA scope of work and all LEA scopes of work, with all appropriate documentation, to USED for review by November 22, 2010. Scopes of work will contain greater detail for year one and anticipated activities for years two through four.

- Accessing technical-assistance from USED through the assigned program officer, communities of practice, the technical assistance network, and scheduled informational meetings.

- Recruiting and hiring RTTT team members who will be accountable for achieving the ambitious goals set forth in the strategic plan and establishing contracts with vendors to enhance state and local capacity where indicated in the RTTT application.

- Completing, with all LEAs, a gap analysis in the spring of 2011 on student-performance goals and structures to support RTTT activities to inform more detailed, in-depth planning for the scope of work for years two through four.

- Developing, scheduling, and providing, in partnership with the selected contractor and Rhode Island LEAs, *study of the standards* professional-development opportunities for Rhode Island educators.

- Completing the development of the Rhode Island Model Evaluation System and providing training to educators on implementing the system.

- Sharing on the RIDE website reports of progress toward RTTT goals and toward state goals for student achievement.

- Implementing a framework for engagement to gather input and feedback from the education field and other stakeholders.

Expectations for Years Two through Four

Years two through four will focus on the following activities:

- Revising and strengthening scopes of work based on gap analyses, performance data, and feedback from stakeholders.

- Developing and implementing all RTTT systems of support.

- Monitoring the fidelity of implementation for all RTTT systems of support.

- Accessing technical assistance from USED through the assigned program officer, communities of practice, the technical-assistance network, and scheduled informational meetings.

- Sharing with all Rhode Islanders, through use of the RIDE Web site, reports of progress toward RTTT goals and toward state goals for student achievement.

- Implementing a framework for engagement to gather input and feedback from the education field and other stakeholders.

Process for Developing Program and Budget Plans for Years Two through Four

In the 2010-2011 year, using the approved LEA scopes of work, RIDE will conduct with all LEAs an in-depth analysis of the adaptive challenges that LEAs identified, re-examine the gaps in student-performance, and engage LEA teams in a reflective process that examines readiness to implement the five support systems in years two through four of RTTT implementation. This programmatic review will enable LEAs to articulate additional tasks that must be addressed to ensure successful implementation of each of the systems in subsequent years. This process will result in modifications to the LEAs' original scopes of work, which will be reviewed by a RIDE team. At a minimum, RIDE will complete a review of the LEA scopes of work once a year in the early spring. All modifications will be documented as addendums to the original documents.

Concurrently, RIDE will conduct a budget meeting with each LEA to complete a detailed budget for each of the support systems for years one and two. For each of the support systems, LEA allocations have been identified based on the relative shares of Title I, Part A, funding. LEA RTTT funds will be used primarily for the design and development of the support systems, professional development, including replacement costs, and school personnel costs for evaluation, induction, and intervention. Final allocations for each support system will be based on the actual expenditures. LEAs will submit their budget proposals to RIDE for approval, and funds will be disbursed via RIDE's existing federal grants management system, Accelegrants. This budgeting process was conducted in February and March 2011. These funds will be reviewed quarterly, and all modifications will be documented using the Accelegrants system. Based on the modified scopes of work, LEAs will submit budget proposals for years three and four for RIDE's review and approval.

State Goals

Race to the Top presents bold yet achievable goals that will dramatically accelerate student achievement by strengthening our teachers and leaders and the systems that support them in our state. Rhode Island is positioned to achieve by 2015 the following ambitious student-achievement and gap-closing goals:

- ➢ 90% of students entering fourth grade and eighth grade will be proficient in reading, as measured by the state assessment.

- ➢ 90% of students entering fourth grade and 75% of students entering eighth grade will be proficient in mathematics, as measured by the state assessment.

- ➢ Achievement gaps will be cut in half, as measured by the state assessment.

- ➢ 85% of students will graduate from high school.

- ➢ 77% of students who graduate from high school will enroll in postsecondary education within 16 months. [1]

- ➢ 90% of students who enroll in postsecondary education will complete their first year.

- ➢ No student will have two ineffective teachers in a row.

In addition to using our state assessment, Rhode Island will track student achievement using the National Assessment of Educational Progress (NAEP). By 2015, 55% of students entering fourth grade and eighth grade will be proficient in reading and mathematics on the NAEP, and achievement gaps will be cut in half on the NAEP.

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[1] This measure has been corrected from the original application to be in alignment with RTTT and State Fiscal Stabilization Fund definitions.

Statewide Performance Measures

To hold ourselves accountable, we have established annual milestones, or performance measures, to ensure that we are making progress toward reaching each of our goals.

Rhode Island Goals and Performance Measures	2009	2010	2011	2012	2013	2014
Students entering the fourth grade will be proficient in reading on NECAP	67%	70%	75%	81%	86%	90%
-The gap between white and black students will be cut in half	27	26	24	20	16	13.5
-The gap between white and Hispanic students will be cut in half	28	26	23	19	16	14
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	29	27	24	20	17	14.5
-The gap between students without IEPs and those with IEPs will be cut in half	50	47	42	35	29	25
Students entering the fourth grade will be proficient in mathematics on NECAP	62%	65%	70%	77%	84%	90%
-The gap between white and black students will be cut in half	32	30	27	23	19	16
-The gap between white and Hispanic students will be cut in half	32	30	27	23	19	16
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	30	28	25	21	18	15
-The gap between students without IEPs and those with IEPs will be cut in half	44	41	36	30	25	22
Students entering the eighth grade will be proficient in reading on NECAP	70%	73%	77%	82%	87%	90%
-The gap between white and black students will be cut in half	28	26	23	19	16	14
-The gap between white and Hispanic students will be cut in half	31	29	26	22	18	15.5
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	29	27	24	20	17	14.5
-The gap between students without IEPs and those with IEPs will be cut in half	50	47	42	35	29	25
Students entering the eighth grade will be proficient in mathematics on NECAP	54%	57%	61%	66%	71%	75%
-The gap between white and black students will be cut in half	34	32	29	24	20	17
-The gap between white and Hispanic students will be cut in half	33	31	28	23	19	16.5
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	33	31	28	23	19	16.5
-The gap between students without IEPs and those with IEPs will be cut in half	47	44	39	33	28	23.5
85% of students who first entered 9th grade 4 years prior will graduate from high school	75%	76%	77%	80%	83%	85%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	71%	72%	73%	75%	76%	77%
90% of students who enroll in an institution of higher education will complete at least one year's worth of credit within two years of enrollment in the IHE	81%	82%	83%	85%	88%	90%

Relationship of SEA Scope of Work to LEA Scopes of Work

The Rhode Island RTTT plan is a unified, statewide plan. Because of the small size of the state, the Rhode Island RTTT plan was strategically designed to pool SEA and LEA resources to build systems of support that would benefit all participating LEAs and increase student achievement across the state.

Because RIDE is leading the development of the statewide systems of support in collaboration with LEAs, RIDE identified in the scope of work the tasks that the state and LEAs will complete together. RIDE asked LEAs to complete their scopes of work by identifying: 1) adaptive challenges they foresee in implementing RTTT; 2) structures in place within the LEA that enhance readiness to implement RTTT and could be shared with other LEAs; and 3) strategies for engaging all members of their LEA and school communities around the expectations and implementation activities of the strategic plan.

The Rhode Island SEA and LEA scopes of work are inherently aligned because they share the five systems of support and the technical tasks required to develop each system. The SEA scope of work expands upon the LEA scopes of work, in that it includes more detail about the tasks to be completed collaboratively and includes additional state-level tasks that are not part of the LEA scopes of work.

SEA Structures and Supports for Implementation

To support RTTT implementation, RIDE will recruit and hire team members who will be accountable for achieving the ambitious goals set forth in the strategic plan and will establish contracts with vendors to enhance state and local capacity where indicated in the RTTT application. The table of organization included as Attachment 1 illustrates the internal structure at RIDE that will support implementation of RTTT. The table in the following section, *Personnel and Consultants*, lists the key staff members and consultants responsible for RTTT implementation. Throughout the SEA scope of work, RIDE has identified personnel supported by other fiscal resources in addition to RTTT.

With support from a contracted vendor, RIDE will conduct with all LEAs an in-depth analysis of the adaptive challenges that LEAs identified in their scopes of work, as well as gaps in student-performance data and readiness to implement the five systems of support. This information will inform revisions to the scopes of work for years two through four, will facilitate the sharing of best practices and existing structures among LEAs, and will assist RIDE in targeting additional support to LEAs based on their needs.

In addition to RIDE internal structures, Rhode Island has established an external advisory committee of engaged stakeholders to support RTTT implementation. The

committee, which began as a steering committee during the development of the Rhode Island Phase I RTTT application, is composed of representatives from the state superintendents' association, the school committees' association, teachers' unions, charter public schools, parent organizations, student advocacy groups, the business community, and elected officials from the local and state levels. The committee will meet on a quarterly basis beginning in 2011 to receive progress updates from RIDE and to advise RIDE on issues related to RTTT implementation. Assistance, input, and feedback from the committee will assist RIDE in the statewide implementation of RTTT as well as in enhancing LEAs' capacity for implementation.

To ensure fidelity of implementation, RIDE will design and implement the "EdStat" system for performance management and progress monitoring within the SEA and will work with state and LEA leaders to establish benchmarks and a process for monitoring implementation at the SEA and LEA level. The performance measures provided in the application (See Attachment 2) will be included in our monitoring of results. RIDE will analyze results to identify best practices and improvement strategies based on performance data at the state and LEA levels.

The Rhode Island RTTT budget totals $75 million, which includes the 50% share for participating LEAs. RIDE has prepared budgets for each support system, and these budgets include both the SEA and LEA cost estimates. RIDE has bundled the SEA operations cost estimates for each project, and these estimates include salary and wage, operating, equipment and indirect cost projected expenses. The budgets also include separate line items for consultant costs and LEA allocations. LEAs will use their funds primarily for the design and development of the support systems; professional development, which will include replacement costs; and school personnel costs for evaluation, induction, and intervention.

RIDE will disburse funds to LEAs based on actual expenditures, with the exception of design and development funds. RIDE allocated design and development costs to LEAs based on their relative shares of Title I Part A funding. RIDE will set aside these funds for costs incurred during the development of the support systems and will manage the internal budgeting process of these funds. To ensure sufficient capacity at all levels of the education system, the SEA budget includes an estimated $4 million to supplement participating LEAs for whom the Title I formula may result in insufficient funding to implement the RTTT initiatives. The Title I formula that is used to allocate LEA funds will allow for some participating LEAs to receive more funds than the projected amounts needed to implement the RTTT plans.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding State & Local Capacity.

Personnel and Consultants		Title
1.	Deborah A. Gist	Commissioner of Education
2.	David Abbott	Deputy Commissioner of Education
3.	Clark Green	Chief of Staff
4.	Carolyn Dias	Chief of Fiscal Integrity and Efficiencies
5.	Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
6.	Andrea Castaneda	Chief of Accelerating School Performance
7.	Mary-Beth Fafard	RTTT Coordinator/ Strategic Planner
8.	Nina M. Lennon	Grant and Finance Officer
9.	Nicole E. Shaffer	Strategic Relations Planner
10.	Vacant	EdStat Analyst
11.	Cali Cornell	Executive Administrative Assistant
12.	UPD	Performance Management/Progress Management
13.	Sandra Lanni	Legal Services

Working with USED on Implementation

RIDE will work closely with its assigned program officer from USED throughout the implementation of RTTT. Monthly reports submitted to USED will contain a description of activities completed, a description of activities projected for the month ahead, any changes requested to the plan, timelines, or key personnel outlined in the SEA scope of work, and any areas in which technical assistance or USED support could be used. These regular updates on the progress made toward the state's deliverables and goals will assist RIDE and USED in working together to ensure fidelity of implementation in accordance with the approved state plan. RIDE will participate in the required on-site program reviews. In addition, RIDE will submit to USED amendment(s) to the SEA

scope of work when revisions to goals, activities, timeline, budget or annual targets may be needed.

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

1.000	Organizational Oversight and Supports- Technical Tasks	Deliverables	Milestones										
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2		Year3		Year4	
1.100	Oversee implementation of Race to the Top through Adaptive Leadership Team structure	Quarterly review of milestones	X	X	X	X	X	X	X	X	X	X
1.200	Establish project teams, state leads and work plans	List of key staff Work plans	X	X								
1.300	Resource project teams by recruiting and hiring staff	New staff hired	3	10	9							
1.400	Acquire technical expertise for development of RFPs based on market research and stakeholder input and establish method for engaging vendors to support project initiatives at state and LEA levels	Vendor selected RFPs developed	X	X	X							

1.500	Establish Race to the Top advisory committee of engaged stakeholders, conduct quarterly meetings, and solicit recommendations for improving implementation	Steering Committee established; Quarterly Meetings, Annual Reports	X	X	X	X	X	X	X	X	X	X
1.600	Prepare and complete federal reporting requirements related to Race to the Top and participate in USED learning opportunities	Monthly, and ad-hoc reports completed, Events attended	X	X	X	X	X	X	X	X	X	X
1.700	Collaborate with other RTTT states for cross-state learning	Events attended, community of practices participation	X	X	X	X	X	X	X	X	X	X
1.800	Identify technical assistance needs and challenges for USED	Needs Inventory and assessments Monthly reports	X	X	X	X	X	X	X	X	X	X
1.900	Prepare policy and program modifications to state scope of work for federal approval, as needed	Federal approval of modifications	X	X	X	X	X	X	X	X	X	X

| 1.910 | Revise and adjust SEA SOW and project work plans based on performance information and progress monitoring | Revised SOW and project work plans | | | | X | X | X | |

2.000	Performance Management & Progress Monitoring- Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sep - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
2.100	Develop RFP and select vendor for design, implementation and operation of performance management system for state and LEAs	Vendor selected	X						
2.200	Analyze LEA adaptive challenges as noted in LEA scopes of work	Analytical synthesis of statewide challenges		X		X	X	X	X
2.300	Work with state and LEA leaders to establish benchmarks and process for monitoring	Report of state and LEA benchmarks and monitoring protocols		X	X				

2.400	Design system for performance management and progress monitoring with vendor support	Performance management system and progress monitoring system Progress monitoring submission to USED		X	X								
2.500	Implement system for performance management and progress monitoring with LEAs	Districts and state progress reports on achieving benchmarks			X	X	X	X	X	X	X	X
2.600	Modify and adjust performance management and progress monitoring system based on input from LEAs and other stakeholders	Revise System				X		X		X		
2.700	Analyze student performance results as well as other performance targets and identify improvement strategies and best practices	Evaluation reports Collaborative Learning for Outcomes amongst LEAs				X		X		X		

2.800	Ensure that policy decisions are implemented based on performance and progress monitoring	Briefing on implementation of policy decisions			X	X	X	X	X	X	X	X

3.000	**Communication and Outreach- Technical Tasks**	**Deliverables**	**Milestones / Deliverables**						
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**	**Year3**	**Year4**
3.100	Develop multi-year communication plan	Plan		X					
3.200	Collaborate with LEAS to design and implement effective strategies for engagement	State and LEA agreed to strategies implemented		X	X	X	X	X	X
3.300	Coordinate and prepare internal communication strategies with SEA staff	SEA Communication Tools		X		X	X	X	X
3.400	Evaluate effectiveness of communication and engagement and make necessary modifications	Evaluation report, survey results			X		X	X	X

| 3.500 | Revise communication plan based on input from performance management, stakeholder feedback, and advisory committee | Revised communication plan | | | | X | | X | X | |

4.000	**Budget and Finance- Technical Tasks**	**Deliverables**	**Milestones / Deliverables**										
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2		Year3		Year4	
4.100	Establish and apply fiscal controls and accounting procedures for program funds	Budget management system, procedure and polices documented	X	X	X	X	X	X	X	X	X	X
4.200	Create budget guidance for allocating LEA funds using web-based federal grants management system	Guidance documents	X	X	X							
4.300	Establish LEA budgets and budget amendments as needed	Signed budget agreements		X		X	X		X			

4.400	Monitor state and LEA expenditures for adherence to program guidelines and provide technical assistance as needed	Monitoring reports and technical assistance	X	X	X	X	X	X	X	X	X	X
4.500	Prepare and complete federal reporting requirements relating to Race to the Top and ARRA	ARRA reports completed and submitted to USED	X	X	X	X	X	X	X	X	X	X
4.600	Redirect funding as appropriate, and with USED approval, when needed	USED approval of redirection		X	X	X	X	X	X	X	X	X

Budget Years 1-4

Below is the estimated budget for State and Local Capacity which may be amended as needed in accordance with USED guidelines. Net savings will be directed into the following areas: 1) conduct deeper trainings throughout the districts to build additional capacity within LEAs in order to sustain the systems of reform beyond the RTTT grant period; 2) identify and mentor those individuals who need additional, deeper-level, targeted support specifically in our persistently lowest performing schools; 3) develop and establish innovative alternative approaches to learning, such as the virtual high school initiative; and 4) enroll currently non-participating districts into various targeted projects upon review and approval of the Commissioner and USED.

State and Local Capacity[2]	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$403,186	$407,078	$412,311	$424,397	**$1,646,971**
Contractual	$447,622	$150,000	$50,000	$50,000	**$697,622**
LEA Allocation**	$0	$0	$0	$0	**$0**
Discretionary Grants to LEAs*					**$4,200,914**
Total	**$850,808**	**$557,078**	**$462,311**	**$474,397**	**$6,545,507**

Final discretionary grants to eligible LEAs will be awarded for activities that are related to and support the RIDE's strategic plan.
**SEA supplemental funding for those LEAs which the Title I formula will result in insufficient funding to implement the RTTT initiatives is reflected in the LEA allocation.

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[2] An amendment was submitted on February 1, 2011 to redirect funding to support performance monitoring.

System of Support One:

Standards and Curriculum

System of Support One: Standards and Curriculum

SEA Goals and Commitments to Support System One

> **By the year 2015**, Rhode Island educators will be ready to implement instruction and assessments that are aligned with the Common Core. The 5,000 educators who will have gone through a *Study of the Standards* will facilitate a process to support their peers within their LEAs to help fellow educators understand the Common Core. Working in partnership, RIDE and LEAs will develop model curricula in English-language arts, mathematics, science, and social studies. These curricula will be available through the Rhode Island *Instructional Management System.*

RIDE Commitments:

1. RIDE will coordinate the process to train educators on the Common Core using the Study of the Standards Protocol.

2. RIDE will work with LEAs to schedule the training of the Study of the Standards beginning in March of 2011 and continuing through the summer of 2012 and provide LEAs with a calendar in January 2011.

3. RIDE will work with Intermediary Service Providers to ensure that they are well-prepared, credible, certified and ready to deliver the protocol.

4. RIDE will coordinate the curriculum work and support collaborative efforts by being responsive to needs and concerns among LEAs.

5. RIDE will facilitate LEAs working together on each of the model curricula.

Local Education Agency Commitment:

1. Coordinate and schedule with RIDE the educators who will participate in the Study of the Standards.

2. Ensure that there are guaranteed and viable curricula aligned to the Common Core in English language arts and mathematics that prepares students to be college and career ready.

3. Adopt and use a curriculum that is challenging and aligned to state standards in science and rigorous standards in social studies, including RI's Civic Standards.

4. Ensure that a small group of teachers attend training on project-based learning that is aligned with the Common Core standards and Engineering and Technology standards (only applies to Providence).

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System One: Standards & Curriculum.

Personnel and Consultants		Title
1.	Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2.	Phyllis Lynch	Director of Curriculum Instruction and Assessment
3.	Kate Nigh	Curriculum Specialist
4.	Colleen O'Brien	Assessment and Literacy Specialist
5.	Peter McLaren	Assessment and Science Specialist
6.	.5 Vacant	Administrative Assistant
7.	Consultant	Kamlyn Keith
8.	Contractor	Intensive Curriculum Alignment
9.	Contractor	Project Based Learning

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

5.000	Study of Standards– Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept-Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
5.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X						
5.200	Coordinate training schedule for LEAs	District schedule		X					
5.300	Prepare training protocols, tools, processes with contractor and ISPs	Protocol and materials		X					
5.350	Establish higher education leadership team to engage faculty in the standards and the alignment K-12 Common Core	Engagement plan			X	X			

	Standards and assessments with higher education systems.									
5.375	Coordinate the study of the standards training for higher education faculty.	Higher Education study of the Standards schedule.			X					
5.400	Deliver training to LEAs	Number of LEAs trained and educators reached			10%	40%	25%	25%		
5.450	Deliver training to Higher Education Mathematics, English, and Teacher Preparation faculty	Number of Higher Education Faculty reached				X	X			
5.500	Evaluate effectiveness of training and make necessary modifications	Evaluation report – EdStat progress monitoring			X	X	X	X		
5.600	Facilitate communities of practice around application of standards	Number of regional sessions				4	4	4	4	4	4

| 5.700 | Monitor the fidelity of standards implementation to classroom practice in partnership with LEAs. | Evaluation report | | | | | X | X | X | X | X | |

6.000	**Intensive Curriculum Alignment– Technical Tasks**	**Deliverables**	**Milestones / Deliverables**									
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**		**Year3**		**Year4**	
6.100	Develop comprehensive implementation plan and timeline for engaging LEAs in model curriculum development	Plan and timeline	X	X								
6.200	Prepare a curriculum audit tool for the content areas	Curriculum audit tool		X								
6.300	Train education leaders and teachers to conduct curriculum audit	Number of leaders and teachers trained		X	X	X	X	X	X	X	X	X
6.400	Analyze results and develop state plan for model curriculum development and implementation	5-year state plan			X	X						

6.500	Facilitate the development of curricula in LEA partnerships with the contractor and ISPs	Number of LEA generated model curriculum				X	X	X	X	X	X	X
6.550	Facilitate the development of integrated units of study using Mathematics; Science; and Engineering and Technology standards.	Number of integrated units of study developed							X	X	X	
6.600	Disseminate model curricula and units of study to facilitate community of practice amongst LEAs	Number of LEA generated model curriculum					X	X	X	X	X	X
6.700	Monitor the fidelity of curriculum implementation in partnership with LEAs	Evaluation report	X	X	X	X	X	X	X	X	X	X

7.000	Project-based Learning – (Providence Only) Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept-Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
7.100	Working with Providence, develop and implementation plan and timeline for project-based learning high school pilot	Plan and timeline		X	X				
7.200	Develop an RFP and select vendor for project-based learning design and training.	Vendor selected					X		
7.300	Design project-based learning pilot	Pilot design					X		
7.400	Select and sites for training and implementation	Sites selected					X		
7.500	Coordinate schedule for training with Providence	Training schedule					X		
7.600	Implement pilot	Professionals trained					X	X	X	X
7.700	Monitor fidelity of implementation in selected sites	Evaluation report					X	X	X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 1: Standards and Curriculum which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Standards and Curriculum	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$193,841	$195,522	$197,867	$203,629	**$790,859**
Grants to LEAs	$286,000	$0	$0	$0	**$286,000**
Study of the Standards					
Contractual	$0	$331,020	$331,642	$0	**$662,662**
LEA Allocation	$150,000	$150,000	$300,923	$0	**$600,923**
Intensive Curriculum Alignment					
Contractual	$301,765	$1,297,245	$929,141	$699,863	**$3,228,014**
LEA Allocation	$856,227	$856,226	$856,226	$856,226	**$3,424,905**
Project Based Learning					
Contractual	$0	$24,000	$24,000	$0	**$48,000**
LEA Allocation	$0	$20,000	$20,000	$0	**$40,000**
Total	**$1,787,833**	**$2,874,013**	**$2,659,799**	**$1,759,718**	**$9,081,363**

System of Support Two:

Instructional Improvement Systems

System of Support Two: Instructional Improvement Systems

SEA Goals and Commitments to Support System Two:

> **By the year 2015**, *Rhode Island educators will have access to and will effectively use a statewide Instructional Management System that provides access to an array of data analysis, assessment, and instructional tools. Leadership teams in all of our schools will have been trained in the effective use of formative, interim, and summative data and in the instructional resources on the Instructional Management System. These leadership teams will have facilitated trainings and will support educators in their schools to effectively use data and instructional resources.*

RIDE Commitments:

1. RIDE will design and implement a statewide Instructional Management System.

2. RIDE will engage stakeholders in the development of the Instructional Management System to gain input on what components should be included in the system.

3. RIDE will provide trainings on the use of data and the Instructional Management System to school leadership teams.

4. RIDE will conduct weeklong summer 'Academy of Transformative Leadership' training programs and three additional one-day workshops during the course of the school year.

5. RIDE will create assessment, instruction, and data analysis tools that are manageable yet invaluable resources for educators.

Local Education Agency Commitment:

1. Facilitate and engage all educators in the formative assessment training modules and integrate formative assessment practices into daily instruction.

2. Access the Formative Assessment Training Modules starting in Fall 2011.

3. Provide all educators' access to the Interim Assessments available on the Instructional Management System beginning in Spring 2012.

4. Develop and implement plan to use Interim Assessments so that student data is used to monitor and support student progress.

5. Maintain high quality local student information systems by ensuring high-quality data is entered into the system.

6. Provide all educators with access to the statewide Instructional Management System tools and resources.

7. Identify school leadership teams to participate in a three-day summer program and three additional one-day workshops on the use of formative assessment and interim assessment data to improve instruction and student achievement.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Two: Instructional Improvement Systems.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Phyllis Lynch	Director of Curriculum Instruction and Assessment
3. David Abbott	Deputy Commissioner of Education
4. Peg Votta	Research Specialist, Data Analysis and Research
5. Van Yidana	Accountability Specialist
6. Ana Karantonis	Assessment Specialist
7. Laura Kacewicz	Assessment Specialist
8. Vacant	Assessment Specialist
9. Vacant	Data Analyst

10.	.5 Vacant	Administrative Assistant
11.	Contractor	Formative Assessment
12.	Contractor	Interim Assessments
13.	Contractor	Data Systems and Training
14.	Contractor	RI Research Collaborative

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

8.000	Formative Assessment – Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept-Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
8.100	Develop comprehensive implementation plan and timeline	Plan and timeline		X					
8.200	Develop draft instructional management system framework	Draft instructional management framework		X					
8.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X	X					
8.400	Develop RFP for formative assessment select vendor	Vendor acquired			X				

8.500	Build formative assessment training modules, processes, & protocols for using formative assessment in daily instruction	Training modules, processes, & protocols					X					
8.600	Coordinate training with LEAs	Training schedule					X					
8.700	Deliver training to identified LEA cohorts of educators	3,375 teachers trained						X	X	X	X	X
8.800	Monitor the fidelity of assessment implementation and continued use in partnership with LEAs	Evaluation report						X	X	X	X	X
8.900	Evaluate and revise as necessary	Revised work plans						X	X	X	X	X

9.000	**Interim Assessment – Technical Tasks**	**Deliverables**	**Milestones / Deliverables**						
			Q1: Sept-Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - August 2011**	**Year2**	**Year3**	**Year4**
9.100	Develop comprehensive implementation plan and timeline	Plan and timeline		X					
9.200	Develop draft instructional management system framework	Draft instructional management framework		X					

9.000	Interim Assessment	Deliverables	Milestones / Deliverables									
9.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X	X								
9.400	Develop RFP for interim assessment, select vendor	Vendor acquired			X							
9.500	Build interim assessments training modules, processes, & protocols for using interim assessments	Training modules, processes, & protocols						X	X	X	X	
9.600	Coordinate training with LEAs as part of Using Data Professional Development (See Technical Tasks Using Data PD)	Training schedule						X				
9.700	Deliver training to identified LEA cohorts of educators	Teachers trained							X	X	X	X
9.800	Monitor the fidelity of assessment implementation and continued use in partnership with LEAs	Evaluation report							X	X	X	X	X
9.900	Evaluate and revise as necessary	Revised work plans							X	X	X	X	X

10.000	Instructional Management System Data Platform – Technical Tasks	Deliverables	Milestones / Deliverables							
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
10.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X	X					
10.200	Develop draft instructional management system framework and define general functional requirements for platform	Framework and functional requirements for each platform		X					
10.300	Develop and implement an engagement process for LEA input and feedback	Engagement plan and briefing documents	X	X	X				
10.400	Create statewide data governance decision making body and work with LEA data stewards on implementation	Statewide data dictionary[3] with data collection and exchange standards	X	X	X	X	X X	X X	X X
10.500	Develop RFP for instructional management system,	Vendor acquired			X				

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[3] An amendment was submitted on February 1, 2011 and clarifications provided on February 24, 2011 with respect to timelines from the original application.

			Q1	Q2	Q3	Q4	Year2					
	select vendor											
10.600	Build instructional management system data platform	IMS data dashboards					X	X	X	X	X	X
10.700	Coordinate roll-out of instructional management system to LEAs	Schedule of roll-out						X	X	X	X	X
10.800	Monitor the fidelity of continued use in partnership with LEAs	Evaluation report						X	X	X	X	X
10.900	Evaluate and revise as necessary	Revised work plans							X		X	
10.910	Identify resources and plan for ongoing maintenance	Plan and budget								X		

			Milestones / Deliverables						
11.000	Instructional Management System – Using Data Professional Development - Technical Tasks[4]	Deliverables	Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4

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[4] An amendment was submitted on February 1, 2011 and clarification provided on February 24, 2011 with respect to timeline changes from the original application.

11.100	Develop comprehensive implementation plan and timeline for engaging LEAs in data training	Plan and timeline				X				
11.200	Develop RFP for training design, select vendor	Vendor acquired				X				
11.300	Build training modules, processes, & protocols for using data to accelerate student achievement	Training modules, processes, & protocols					X			
11.400	Coordinate training for school leadership teams with LEAs	Training schedule						X		
11.500	Deliver training to identified LEA leadership teams	700 principals and school leaders trained						X	X	X	X
11.600	Monitor the fidelity of data use in partnership with LEAs	Evaluation report							X	X	X	X
11.700	Evaluate and revise training as necessary	Revised work plans							X	X	X	X

12.000	Early Warning System – Target - Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4

12.100	Develop comprehensive implementation plan and timeline	Plan and timeline		X							
12.200	Develop draft early warning indicators framework in collaboration with the Research Collaborative	Draft framework		X	X						
12.300	Develop and implement an engagement process for LEA input and feedback on identifying students at risk of dropping out	Engagement plan and briefing documents		X	X	X					
12.400	Identify predictor indicators for high school dropout, graduation, and post high school success/failure.	List of indicators based on local data and national best practice research			X	X	X				
12.500	Develop RFP for student-level early warning indicators tool to be linked with instructional management system, select vendor	Acquire vendor				X	X	X			
12.600	Build early warning indicators tool with vendor support	Early warning indicator tool							X	X	X

12.700	Coordinate training for school leadership teams with LEAs	Training schedule					X	X	X	X	X	X
12.800	Deliver Training to identified LEA leadership teams	Selected district-level leaders trained					X	X	X	X	X	X
12.900	Identify resources and plan for ongoing evaluation	Evaluation budget									X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 2: Instructional Management System which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Instructional Management System[5]	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$496,793	$501,934	$516,242	$519,850	**$2,034,819**
Instructional Management System					
Contractual	$640,000	$1,105,287	$1,437,177	$1,689,254	**$4,871,718**
LEA Allocation - Formative Assessment	$0	$687,259	$687,259	$687,258	**$2,061,776**
LEA Allocation - Professional Development on Using PD	$0	$395,200	$395,200	$395,200	**$1,185,600**
LEA Contribution- Design and Development of Interim Assessments	$1,710,000	$2,185,000	$2,185,000	$475,000	**$6,555,000**
LEA Contribution- Design and Development of the instructional management system, on-line tool kit and licensing fees	$100,000	$343,975	$343,975	$343,975	**$1,131,925**
Early Warning System					
Contractual	$60,000	$120,000	$90,000	$30,000	**$300,000**
LEA Allocation	$0	$0	$0	$0	**$0**
Total	**$3,006,793**	**$5,338,655**	**$5,654,853**	**$4,140,537**	**$18,140,838**

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[5] An amendment was submitted on February 1, 2011 and clarification provided on February 24, 2011 with respect to budget allocations from year to year.

System of Support Three:

Educator Effectiveness

System of Support Three: Educator Effectiveness

SEA Goals Commitments to Support System Three:

> **By the year 2015**, *Rhode Island educators' performance will be evaluated under a system that provides actionable and continuous feedback as the anchor of a system that focuses on student-achievement growth and supports educators' professional growth. District professional-development opportunities will be informed by evaluation results and designed to improve practice.*

RIDE Commitments:

1. RIDE will coordinate the development of the RI Educator Evaluation System that meets state Standards.

2. RIDE will collaborate with the educational community to develop the RI Educator Evaluation System

3. RIDE will develop and provide support and training to LEA teams so that they can understand and implement the evaluation system with fidelity.

4. RIDE will recruit and train Intermediary Service Providers to support the implementation and sustainability of the system.

5. RIDE will design, build, and use an evaluation system.

Local Education Agency Commitments:

1. Participate in the development of the new educator evaluation system.

2. Identify a district evaluation team that will work closely with RIDE.

3. Participate in training to implement the evaluation system with fidelity.

4. Monitor the implementation of the system and recommend refinements.

5. Monitor data required to implement and report results on educator evaluation.

6. Use the information from the evaluation system to inform personnel actions.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Three: Educator Effectiveness.

Personnel and Consultants		Title
1.	Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2.	Lisa Foehr	Interim Director of Educator Quality
3.	Ana Karantonis	Assessment and Instruction Specialist
4.	Shoba Annavarjula	Data Analyst
5.	Susan Toohey Kaye	Educator Quality Fellow
6.	Mary Keenan	Evaluation Specialist
7.	Tamika Pollins	Evaluation Specialist
8.	.5 Vacant	Administrative Assistant
9.	Vacant	Assessment Specialist
10.	Contractor	Formative Assessment
11.	Contractor	Student Growth Measures
12.	Contractor	Assessment Development
13.	Contractor	Evaluation Data System
14.	Contractor	RI Model Design and Support, RI Model Implementation Training, Evaluation Intermediary Service Providers
15.	Contractor	Certification Program Redesign
16.	Contractor	Certification Data System Redesign
17.	Contractor	Compensation Reform

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

13.000	**Educator Effectiveness: Evaluation Design and Implementation - Technical Tasks**	**Deliverables**	**Milestones / Deliverables**										
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**		**Year3**		**Year4**		
13.100	Develop comprehensive implementation plan and timeline	Plan and timeline	X										
13.300	Engage statewide advisory committee	Rhode Island Advisory Committee	X	X	X	X	X	X	X	X	X	X	
13.400	Develop and implement an engagement process for stakeholder input and feedback	Engagement plan and briefing documents	X	X	X	X	X	X	X	X	X	X	
13.500	Develop and implement Rhode Island educator evaluation system components for all state certified educators that meets state standards	Evaluation model (version 1.0)		X	X	X	X	X	X	X	X	X	

13.600	Design growth measures with support from a contractor and revise as needed	Growth measures adopted and revised as needed		X				X		X		X	
13.700	Develop qualitative measures with support from TNTP and revise as needed	Qualitative measures adopted and revise as needed		X	X	X	X		X		X	
13.800	Field test and revise evaluation system model	Revised Model		X	X							
13.900	Partner with AFT I-3 award work on educator evaluation	MOU, partnership meetings		X	X	X	X	X	X	X	X	X
13.910	Recruit/train ISPs to support implementation in LEAs	Cohort of trained ISPs		X	X							
13.920	Develop training modules for use by ISPs	Training protocols		X	X							
13.930	Coordinate training for school leadership teams with LEAs	Training schedule		X	X							
13.940	Deliver training to identified LEA leadership teams	49 LEAs teams trained			25	24						
13.950	Deliver training to support professionals, central office administrators and evaluators	Training schedule and 49 LEAs trained						49				

13.960	Support LEAs implementation of version 1.0 of evaluation system	Technical Assistance					X	X	X	X	X	X
13.970	Collect yearly data, refine data collection elements/monitor use of evaluation data for human capital decisions	Data elements collected from LEAs for review				X	X	X	X	X	X	X
13.980	Develop an auditing and monitoring process for LEA systems	Process and guidelines developed					X	X	X	X	X	X
13.990	Monitor the fidelity of continued use in partnership with LEAs	Evaluation report					X	X	X	X	X	X
13.991	Incorporate mechanisms to use evaluation results to inform and plan for collective professional development	Guidance adopted and ongoing technical assistance provided						X	X	X	X	X
13.992	Provide on-going evaluator training/re-calibration and capacity building	Training Sessions						X	X	X	X	X
13.993	Evaluate and revise the system as necessary	Revised work plans and evaluation model						X	X	X	X	X

14.000	Evaluation System Design and Certification Data System Redesign – Technical Tasks[6]	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
14.100	Develop comprehensive certification re-design plan and timeline	Plan and timeline		X					
14.200	Review and research other state systems, linkages of evaluation and licensure	Briefing document		X					
14.300	Develop and implement an engagement process for LEA input and feedback on certification	Technical Advisory Committee and briefing documents		X	X				
14.400	Design new, streamlined certification system	Revised system				X			
14.500	Adopt new Regents Regulations for certification	New regulations adopted				X			
14.600	Identify elements for a new certification database	Elements identified			X				

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[6] An amendment was submitted on February 1, 2011 and clarification provided on February 24, 2011 with respect to timeline changes from the original application.

14.700	Develop RFP for certification data system and select vendor	Acquire vendor				X				
14.800	Develop new certification database linked to effectiveness	New database complete					X			
14.900	Develop new portal in certification database for use by preparation programs certification database	New portal complete						X		
14.910	Maintain and refine certification database	Quarterly reports on improvements							X	X	X
14.920	Identify elements for evaluation system database	Elements identified			X						
14.930	Develop RFP to design the evaluation system database linked to certification	Acquire vendor		X	X						
14.940	Develop evaluation system database	New database complete					X				
14.950	Enhance evaluation database	Add teacher links, reports and other functions						X			

								Year2	Year3	Year4
14.960	Design and implement communication and information for roll-out with educator preparation programs and educators on both systems	Communication Plan					X	X	X	X
14.970	Maintain and refine evaluation database	Quarterly reports on improvements						X	X	X
14.980	Monitor the functionality and effectiveness of new systems	Evaluation report					X	X	X	X
14.990	Evaluate and revise as necessary	Revised work plans					X	X	X	X	X

15.000	Compensation Reform – Target - Technical Tasks[7]	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
15.100	Develop comprehensive implementation plan and timeline	Plan and timeline					X		
15.200	Review and research compensation models (e.g., step and lane and whole school rewards)	Briefing document					X		

[7] An amendment was submitted on February 1, 2011 in regards to timeline changes from the original application.

15.300	Develop and implement an engagement process for stakeholder input on compensation	Engagement plan and briefing documents						X					
15.400	Develop competitive discretionary grant for pilot sites	Two awards for pilots						X					
15.500	Develop RFP for designing model compensation systems and providing technical support to pilot LEA districts, select vendor	Acquire vendor						X					
15.600	Provide support to pilots, monitor the effectiveness of implementation	Progress reports						X	X	X	X		
15.700	Evaluate and disseminate results of pilots statewide	Evaluation report										X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 3: Educator Effectiveness which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Educator Effectiveness	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$738,942	$747,591	$769,375	$785,312	**$3,041,220**
Educator Evaluation System					
Contractual	$2,542,000	$1,966,004	$1,334,004	$363,004	**$6,205,012**
LEA Allocation - Rhode Island Evaluation Model Design and Implementation	$1,344,000	$1,344,000	$0	$0	**$2,688,000**
LEA Contribution- Student Growth Measures	$870,000	$1,305,000	$1,305,000	$1,392,000	**$4,872,000**
Educator Certification Program and Data System Redesign					
Contractual	$365,360	$104,900	$0	$0	**$470,260**
LEA Allocation	$0	$0	$0	$0	**$0**
Compensation Reform					
Contractual	$0	$250,000	$0	$0	**$250,000**
Grants to LEAs	$0	$0	$500,000	$0	**$500,000**
LEA Allocation	$0	$0	$0	$0	**$0**
Total	**$5,860,302**	**$5,717,495**	**$3,908,379**	**$2,540,316**	**$18,026,492**

System of Support Four:

Human Capital Development

System of Support Four: Human Capital Development

SEA Goals and Commitments to Support System Four:

> ***By the year 2015****, Rhode Island educators will be supported by robust induction practices designed to support development throughout the continuum of an educator's career. Professional-development decisions will be data-driven and will change the daily planning, instruction, assessment, and support practices in all schools. Principals, teacher leaders, and district leadership will be positioned well and responsible for the support and development of effective teachers. Leaders will be provided with strong, research-based models for the improvement of school wide instruction and individual teacher coaching with a continuous focus on improved outcomes for students. Expanded routes for teachers and leaders will attract the best and brightest, including candidates from undergraduate institutions and experienced mid-career professionals, thereby creating and maintaining a vibrant and well-trained teaching workforce.*

RIDE Commitments:

1. RIDE will coordinate the necessary supports to LEAs in the development of the districts' human capital systems.
2. RIDE will establish a statewide recruitment website.
3. RIDE will monitor hard-to-staff subject areas.
4. RIDE will attract high-quality preparatory programs to address hard-to-staff subject areas.
5. RIDE will develop the Academy of Transformative Leadership to support new principals, school committees, superintendents, and other district leaders.
6. RIDE will create an instructionally-focused and data-driven induction program for all first-year teachers across the state.
7. RIDE will conduct a second year of coaching for those teachers in RI's urban core districts.

8. RIDE will identify the most effective professional development partners that have documented evidence of effectiveness.

Local Education Agency Commitments:

1. Use the statewide recruitment website to post new positions.

2. Identify school leadership teams to participate in the professional development related to instructional management and data use.

3. Participate in the design and development of the Induction Program.

4. Identify possible mentors and support for new teachers to develop an induction and coaching program.

5. Use professional development partners with a proven record of effectiveness.

6. Review and revise staffing practices and policies to meet the standards in the Basic Education Program.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Four: Human Capital Development.

Personnel and Consultants	Title
1. Mary Ann Snider	Chief of Educator Excellence and Instructional Effectiveness
2. Lisa Foehr	Interim Director of Educator Quality
3. Hilda Potrzeba	Educator Quality and Certification Specialist
4. Andre Audette	Educator Quality and Certification Specialist
5. Shoba Annavarjula	Data Analyst
6. David Abbott	Deputy Commissioner of Education
7. Jennifer Smith	Chief of Transformation and Innovation
8. Vacant	Director of the Academy of Transformative Leadership
9. Donna Okrasinski	New Teacher Induction Specialist
10. Tim Heavey	PD Performance Specialist
11. Vacant	Administrative Assistant

12.	Contractor	The New Teachers Project
13.	Contractor	Alternative Certification Pathways
14.	Contractor	Online Recruitment Platform
15.	Contractor	Turnaround Leaders Contractor
16.	Contractor	Professional Development
17.	Contractor	New Teachers Center

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

| 16.000 | Statewide Educator Recruitment Platform - Target - Technical Tasks | Deliverables | Milestones / Deliverables | | | | | | |
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
16.100	Develop statewide educator recruitment platform	Web-based portal for recruitment and hiring	X						
16.200	Develop and implement an engagement process for stakeholder input and feedback on statewide recruitment platform	Engagement plan and briefing documents		X					
16.300	Revise final platform based on stakeholder input	Final platform based on feedback from LEAs		X					
16.400	Disseminate information on local participation, fees and support	Communication plan and materials				X			

16.500	Monitor implementation on the platform	Implementation and use reporting					X	X	X	X	X
16.600	Monitor the effectiveness of new system	Evaluation report					X	X	X	X	X
16.700	Evaluate and revise as necessary	Revised work plans					X	X	X	X	X

17.000	**Educator Preparation Effectiveness and Quality Professional Development Options - Technical Tasks**	**Deliverables**	**Milestones / Deliverables**						
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**	**Year3**	**Year4**
17.100	Develop comprehensive plan and timeline for integrating evaluative feedback into educator preparation programs and professional development programs	Plan and timeline					X		

17.200	Develop and implement an engagement process for educator preparation program and professional development program leaders input and feedback	Engagement plan to provide input and feedback							X		
17.300	Revise approval/renewal process for educator evaluation programs based on evaluative data	New renewal/approval process								X		
17.400	Development and issue report cards for educator prep programs[8]	Report cards									X	X
17.500	Monitor the quality of professional development programs, identify high quality programs and link programs provided to educator effectiveness and instructional improvement	Identify high quality professional development providers based upon data									X	X

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[8] An amendment was submitted February 1, 2011 and clarifications provided on February 24, 2011 with respect to timeline changes from the original application.

							Year2		Year3		Year4	
17.600	Disseminate results of analysis to stakeholders, promote use of high quality professional development providers	Report on quality of professional development providers										X	X
17.700	Monitor the effectiveness of new system	Evaluation report										X	X
17.800	Evaluate and revise as necessary	Revised work plans										X	X

18.000	Alternative Certification - Technical Tasks	Deliverables	Milestones / Deliverables							
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4	
18.100	Develop comprehensive plan and timeline for expanding partnership with The New Teachers Project (TNTP) for high-need hard to staff areas	Plan and timeline	X	X						
18.200	Work with Providence, Pawtucket, Woonsocket, Central Falls and other LEAs on implementation of program	Implementation plan, recruitment policies and projections for each LEA	X	X	X	X	X X	X X	X X	
18.300	Monitor implementation of the TNTP expansion within these districts	100 new teachers placed					X X	X X	X X	

18.400	Monitor the effectiveness of alternative certification option	Evaluation report					X	X	X	X	X
18.500	Monitor the effectiveness of candidates	Evaluation results					X	X	X	X	X
18.600	Evaluate and revise as necessary	Revised work plans					X	X	X	X	X

19.000	Alternative Certification - Technical Tasks	Deliverables	Milestones / Deliverables							
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year 4	
19.100	Develop comprehensive plan and timeline for expanding partnership with alternative certification provider for high-need hard to staff areas	Plan and timeline	X	X						
19.200	Work with Providence and other urban LEA's in implementation of program.	Implementation plan, recruitment policies and projections for each LEA	X	X	X	X	X X	X X	X X	
19.300	Monitor implementation on expansion within these districts	New teachers placed					X X	X X	X X	
19.400	Monitor the effectiveness of alternative certification option	Evaluation report					X X	X X	X X	

| 19.500 | Monitor effectiveness of candidates | Evaluation results of candidates | | | | | | X | X | X | X | X |
| 19.600 | Evaluate and revise as necessary | Revised work plans | | | | | | X | X | X | X | X |

| 20.000 | **New Teacher Induction - Technical Tasks** | **Deliverables** | **Milestones / Deliverables** | | | | | | |
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
20.100	Develop comprehensive plan and timeline for new teacher induction program	Plan and timeline	X						
20.200	Develop and implement an engagement process for stakeholder input and feedback on new teacher induction models	Engagement plan and briefing documents	X	X	X				
20.300	Develop and secure contract to design induction program	Program design, training materials and induction modules	X	X					
20.400	Complete design of Induction Program	Full program design		X	X				
20.500	Work with labor, higher education and non-profit organizations to select mentors for the program	33 mentors identified				33			

20.600	Implement the induction program with identified mentors	Mentors trained and 300 first year teachers supported statewide					X	X	X	X	X	X
20.700	Monitor implementation	Evaluation report					X	X	X	X	X	X
20.800	Evaluate and revise as necessary	Revised work plans						X	X	X	X	X
20.900	Administer and sustain the teacher induction program	Identify resources and develop a budget						X	X	X	X	X

21.000	Academy of Transformative Leadership[9]- Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
21.100	Develop comprehensive plan and timeline for Academy of Transformative Leadership	Plan and timeline		X					

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[9] An amendment was submitted on February 1, 2011 in regards to timeline changes from the original application.

21.200	Research effective national models of transformative leadership; Identify essential elements of leadership development in conjunction with strategies named in PLA reform plans; Specify leadership gaps and needs within districts particularly in high needs areas	Program options, recommendations and identified leadership gaps		X	X							
21.300	Develop and implement an engagement process for stakeholder input and feedback on innovative leadership development for turnaround schools	Engagement plan and post engagement briefing documents		X	X							
21.400	Recruit and hire an Executive Director of the Academy	Viable candidate identified and hired			X	X						
21.500	Design structure of Academy and program delivery	Program design		X	X	X						

21.600	Develop RFP for design of curriculum and program of services for 1) turnaround principals program, 2) summer institute, 3) professional development leadership modules, select vendors	Vendors acquired			X	X						
21.700	Implement programs and conduct trainings	Modules created, 2 summer institutes designed, turnaround principal support designed; 5 leadership team members from 10 schools in summer learning institutes			25	25						
21.800	Monitor implementation of programs and trainings	Evaluation report					X	X	X	X	X	X
21.900	Evaluate and revise as necessary	Revised work plans and Academy redesign						X	X	X	X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 4: Human Capital Development which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

Human Capital Development	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$602,256	$611,380	$625,769	$643,935	**$2,483,340**
Alternative Certification					
Contractual	$31,250	$106,250	$68,750	$31,250	**$237,500**
LEA Contribution- Statewide online recruiting platform	$28,125	$28,125	$28,125	$28,125	**$112,500**
LEA Contribution- The New Teachers Project (TNTP) and Teach for America (TFA)	$317,216	$962,552	$971,546	$992,972	**$3,244,286**
Academy of Transformative Leadership					
Contractual	$75,000	$196,200	$355,655	$355,655	**$982,510**
LEA Contribution- Design and Delivery for the leadership training modules and the operating costs of the Turnaround Principal Corp	$75,000	$196,200	$355,655	$355,655	**$982,510**
LEA Contribution- Turnaround Principal Program	$137,907	$358,200	$648,342	$646,551	**$1,791,000**
New Teacher Induction					
Contractual	$121,380	$227,640	$161,640	$117,440	**$628,100**
LEA Allocation- Induction Program	$401,000	$1,000,000	$2,000,000	$2,000,000	**$5,401,000**
Quality Teacher PD Options					
Contractual	$0	$0	$0	$0	**$0**
LEA Allocation	$0	$0	$0	$0	**$0**
Total	**$1,789,134**	**$3,686,547**	**$5,215,482**	**$5,171,583**	**$15,862,746**

System of Support Five:

School Transformation & Innovation

System of Support Five: School Transformation & Innovation

SEA Goals and Commitments to Support System Five:

> **By the year 2015**, *the persistently lowest-achieving schools in Rhode Island will have increased student proficiency and closed gaps in equity, access, and achievement for all student groups. These schools will have accelerated the performance of traditionally underserved students in all academic areas through the application of a structured, tiered system of comprehensive interventions and supports.*

RIDE Commitments:

1. RIDE will identify persistently lowest achieving schools according to established criteria.

2. RIDE will provide a coordinated system of federal and state resources targeted to persistently lowest achieving schools.

3. RIDE will identify and invest in national and local technical experts and systems (e.g. School Achievement Specialist) to support ongoing engagement with Persistently Lowest Achieving Schools (PLA).

4. RIDE will conduct trainings for turnaround principals and core leadership teams from each "Persistently Lowest Achieving (PLA) school.

5. RIDE will work with LEAs to monitor the progress in student outcomes.

Local Education Agency Commitments:

1. Conduct a comprehensive needs assessment for each identified persistently lowest achieving schools.

2. Develop a comprehensive school reform plan to implement the selected model described in the Protocol for Interventions: Persistently Lowest Achieving Schools.

3. Examine student data and patterns of achievement to design innovative options that will accelerate student success.

4. Identify core leadership teams to participate in summer trainings.

5. PLA principals and leadership teams will work with RIDE's School Achievement Specialist.

6. Monitor the progress of the reform efforts of the PLA schools and identify best practices.

Personnel and Consultants

The following table lists the key individuals who will be responsible for planning and implementing for the work at the SEA and LEA level regarding Support System Five: School Transformation and Innovation.

Personnel and Consultants		Title
1.	David Abbott	Deputy Commissioner of Education
2.	Jennifer Smith	Chief Transformation Officer
3.	Andrea Castaneda	Chief of Accelerating School Performance
4.	Bryant Jones	Charter School Liaison
5.	Mary Caporelli	Transformation Specialist
6.	Jason Becker	Research Specialist
7.	Vacant	Charter School Coordinator
8.	Vacant	Transformation Specialist
9.	Vacant	Accountability and Reporting Specialist
10.	Vacant	Federal Program Specialist
11.	.5 Vacant	Administrative Assistant

12.	Contractor	School Achievement Specialist
13.	Contractor	Evaluation Support Specialist
14.	Contractor	Summer Institute
15.	Contractor	School Assessment

Technical Tasks, Deliverables, Milestones and Timeframe

Below is the action plan describing the technical tasks (activities), deliverables, and timelines for implementation for this system of support. For each technical task, an "X" is placed in the table to indicate when the deliverable will be completed. For deliverables that repeat throughout the four years of the grant, the "X" is repeated across the table. In cases where the deliverable is a quantifiable number or percentage, that number is placed in the table.

22.000	School Achievement Specialist - Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept- Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
22.100	Identify persistently lowest achieving schools (PLA)	List of PLA		5			5	5	
22.200	Develop RFP and select vendor for design, implementation and operation of school achievement specialists to work with identified schools	Vendor selected			X				
22.300	Identify and optimize human resource deployment to PLA districts and schools	Coordinated deployment plan to the identified schools			X				
22.400	School achievement specialist are assigned to targeted schools under a coordinated plan	Assignments made			X	X	X X	X X	X X

			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
22.500	Monitor the effectiveness of school achievement specialists in supporting identified schools in collaboration with LEA	Monitoring and evaluation report				X	X	X	X
22.600	Adjust and modify supports to PLA based on evaluation	Increases in student proficiency (as measured by targets set in PLA Reform Plans)					X	X	X

23.000	**Turnaround Principal Corp - Technical Tasks**	**Deliverables**	**Milestones / Deliverables**						
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**	**Year3**	**Year4**
23.100	Assess leadership needs for PLA schools	Specified leadership profiles for each PLA			X	X	X	X	
23.200	Launch national search and recruitment for turnaround principals	Identified principals, Highest quality principal candidates selected		X	X	X	X	X	

23.300	Develop RFP and select vendor for design, implementation and operation of principal training within the academy of transformative leadership (See System 4: Human Capital Development)	Vendor selected			X							
23.400	Monitor and evaluate effectiveness of training program and make adjustments as needed	Evaluation report					X	X	X	X	X	X

24.000	Summer Leadership Institute - Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
24.100	Develop an RFP and select vendor for design, implementation and operation of Summer Leadership Institute in collaboration with LEAs (See System 4: Human Capital Development)	Vendor selected and opening of Summer Leadership Institute		X	X	X	X		

ID	Task	Deliverables	Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
24.200	Support delivery of two summer Leadership Institutes	PLA teams complete institute				1	1		
24.300	Monitor and evaluate effectiveness of program and make adjustments as needed	Evaluation report					X		

25.000	Evaluation Implementation - Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
25.100	Approve, modify or reject school reform plans for PLA	Approved School Reform Plans (SRP)			X		X	X	
25.200	Identify necessary resources affiliated with SRP implementation	Aligned budgets/spending plans					X	X	X
25.300	Use needs analysis of SRP's to identify data to monitor, measure and understand effects of interventions on student achievement	Intervention evaluation report					X X	X X	X
25.400	Provide supports for the implementation of educator evaluation system in PLA schools	Educator Evaluation reports					X X	X X	X

| 25.500 | Create an RFP and select vendor and conduct an external school assessment for each PLA | Vendor acquired, assessment reports | | | | X | X | | X | | |
| 25.600 | Establish a community of practice for PLA schools | Collaborative meetings among PLA and identification of best practices | | | | | X | X | X | X | X |

26.000	**High Performing Charter Schools - Technical Tasks**	**Deliverables**	**Milestones / Deliverables**						
			Q1: Sept - Nov 2010	**Q2: Dec - Feb 2011**	**Q3: Mar - May 2011**	**Q4: June - Aug 2011**	**Year2**	**Year3**	**Year4**
26.100	Establish criteria for successful models of charter school expansion and development	Criteria		X					
26.200	Develop and disseminate competitive charter school grant for expansion and improvement	Guidance and grant application		X	X				
26.300	Selection and award grants	Planning grants awarded				X			
26.400	Monitor and evaluate implementation of grant awards	Evaluation report					X X	X X	X X

27.000	Multiple Pathway Innovations[10] - Technical Tasks	Deliverables	Milestones / Deliverables						
			Q1: Sept - Nov 2010	Q2: Dec - Feb 2011	Q3: Mar - May 2011	Q4: June - Aug 2011	Year2	Year3	Year4
27.100	Plan and rationale to USED for redirection of state board exam pilot project	Rationale submitted to USED		X					
27.200	Develop comprehensive plan and timeline for multiple pathway innovations.	Plan and timeline			X				
27.300	Develop and implement an engagement process for stakeholder input and feedback on innovative options for increasing high school success	Engagement plan and briefing documents			X	X			
27.400	Research effective models and strategies	Program options and recommendations			X	X			
27.500	Select and implement high potential options	Implementation plan					X X	X X	X X
27.600	Monitor implementation	Evaluation report					X X	X X	X X

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[10] An amendment was submitted on February 11, 2011 and clarification was provided on March 15, 2011 with respect to project design and budget allocations.

27.700	Evaluate and revise as necessary	Revised work plans					X	X	X	X	X	X

Budget: Years 1- 4

Below is the estimated budget for Support System 5: School Transformation and Innovation which may be amended as needed in accordance with USED guidelines. Any net savings will be redirected into the areas noted in the State and Local Capacity budget section.

School Transformation and Innovation	Year 1	Year 2	Year 3	Year 4	Total
Administration					
Salary and Wage, Operations, and Indirect Cost	$345,529	$348,941	$352,392	$359,391	**$1,406,253**
Struggling Schools Intervention					
Contractual	$100,000	$375,000	$225,000	$0	**$700,000**
LEA Allocation -Turnaround Schools*	$1,078,933	$1,078,933	$1,078,934	$0	**$3,236,800**
Charter Grants					
Grants	$500,000	$500,000	$0	$0	**$1,000,000**
LEA Allocation	$0	$0	$0	$0	**$0**
Multiple Pathways Innovation**					
Contractual	$250,000	$250,000	$250,000	$250,000	**$1,000,000**
LEA Allocation	$0	$0	$0	$0	**$0**
Total	**$2,274,462**	**$2,552,874**	**$1,906,326**	**$609,391**	**$7,343,053**

*Final allotments to districts will be awarded based on type of school, intervention and the reform plan submitted.
**RIDE will be seeking approval USDOE to redirect the State Board Exams project and has submitted the required amendment.

3. Attachments

Organization Chart

Performance Measures from the RTTT Applications

Attachment 2:
Performance Measure Tables from
Rhode Island's Race to the Top Application

These performance measures were submitted as part of our application and amendments have been submitted for changes in the performance measures.
Rhode Island will use these measures as part of its progress and performance monitoring system.

Table C3 - Performance Measures (C)(2)1 Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Build a customized data dashboard for 4 user groups (educators, principals, district administrators, parents)	0	1	3		
Train 2,950 principals and educators on use of dashboards	0	0	700	300	1950
Train 700 principals/school leadership members of Participating LEAs on state educator evaluation data collection tool			700		
Develop 1 statewide data dictionary with data collection/exchange standards		1			
Number of unique users of data dashboards		1000	5,000	8,500	0

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1 An amendment was submitted on February 1, 2011 and clarification was provided on February 24, 2011 with respect to changes in the performance measures from the original application.

Table C5 - **Performance Measures (C)(3)(i)2** Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Deliver Data-Driven PD model to 225 total schools in 3 annual cohorts (includes principal and school leadership team)			0%	50%	100%
Percentage of Rhode Island educators accessing and using IMS			0%	50%	100%

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2 An amendment was submitted on February 1, 2011 and clarification was provided on February 24, 2011 with respect to changes in the performance measures from the original application.

Table D5 - Performance Measures (D)(2)(ii) Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0	0	100%*	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	0	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	0	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	0	100%	100%**	100%
(D)(2)(iv)(a)	• Developing teachers and principals.	0	0	100%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0	0	0	100%	100%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0	0	0	100%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0	0	0	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0	0	0	100%	100%

(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0	0	0	100%	100%

[Optional: Enter text here to clarify or explain any of the data]
*By the Board of Regents promulgated *RI Standards*, all LEAs are required by the start of the 2011-2012 to have rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth and are designed and developed with teacher and principal involvement.
**By 2011-2012, all LEAs are required to evaluate teachers and principals as described. Data from this evaluation will be available to inform decisions for the 2012-13 school year. All LEAs are required by *RI Standards* to use data to inform professional development, promotion, retention, tenure and removal.

General data to be provided at time of application:	
Total number of participating LEAs.	48
Total number of principals in participating LEAs.	435
Total number of teachers in participating LEAs.	15,489

[Optional: Enter text here to clarify or explain any of the data]

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii)[3]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	

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[3] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Numbers of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

Table D7 - Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0*	0	20%	30%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	15%	20%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	50%	75%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	20%	35%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	10%	0
[Optional: Enter text here to clarify or explain any of the data] *Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the *RI Standards* including both student growth data and the four levels of performance (i.e. ineffective, moderately effective, effective, and highly effective) will be available to inform assignments by 2012-2013.					

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	36
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	36
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	3047
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	1065
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	156
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	48
[Optional: Enter text here to clarify or explain any of the data]	

Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

Table D8 - Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	0	0*	50%	65%	85%
Percentage of science teachers who were evaluated as effective or better.	0	0	50%	65%	85%
Percentage of special education teachers who were evaluated as effective or better.	0	0	45%	60%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0	0	45%	60%	85%
Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the *RI Standards* including both student growth data and the four levels of performance (i.e., ineffective, moderately effective, effective, and highly effective) will be available by 2012-13.					
General data to be provided at time of application:					
Total number of mathematics teachers.	773				
Total number of science teachers.	718				
Total number of special education teachers.	1927				
Total number of teachers in language instruction educational programs.	785				
[Optional: Enter text here to clarify or explain any of the data] Special Education teachers serve K-12. Mathematics and science serve secondary.					
Data to be requested of grantees in the future:					

Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

Table D10 - Performance Measures (D)(4)(ii)4	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	0	100%*	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	0	100%*	100%

[Optional: Enter text here to clarify or explain any of the data]
This evaluation data will be available in 2011-12. RIDE and the Board of Regents will utilize this data to inform the continued improvement and approval of all teacher and principal preparation programs.

General data to be provided at time of application:	
General data to be provided at time of application:	
Total number of teacher credentialing programs in the State.	9
Total number of principal credentialing programs in the State.	3
Total number of teachers in the State.	15,977
Total number of principals in the State.	446

[Optional: Enter text here to clarify or explain any of the data]

Data to be requested of grantees in the future:

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4 An amendment was submitted on February 1, 2011 and clarification was provided on February 24, 2011 with respect to changes in the performance measures from the original application.

Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

Table D14 - Performance Measures (D)(5)(ii)5 Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.) 1) Provide effective data-informed professional development, coaching, induction and common planning and collaboration to teachers and principals.	0	0*	0	100%	100%
2) Measure, evaluate, and continuously improve the effectiveness of those supports to improve student achievement. * Data system will capture professional development accessed by educators beginning in 2011-12. RIDE and LEAs will then be able to link data to teacher and principal evaluations and performance.	0	0*	0	100%	100%

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5 An amendment was submitted on February 1, 2011 and clarification was provided on February 24, 2011 with respect to changes in the performance measures from the original application.

Corrected Table:

Table E3 - Performance Measures (E)(2)6	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	5*	5	5	0

*Note that these identified schools are supported through Race to the Top and 1003(g) School Improvement funds.

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6 An amendment was submitted on March 25, 2011 with respect to changes in the performance measures from the original application.